

THE APPLIED CURRICULUM PILOT PROGRAM

Initial Review



**by the
Education Oversight Committee**

September 2003

**Applied Curriculum Pilot Program
Initial Review
2002-2003**

During the 2002 session, as part of the General Appropriations Bill, the General Assembly, in Proviso 1.71, directed:

(SDE: Applied Curriculum Program) Of the funds authorized in Part IA, Section 1.V., Other Operating Expenses for the federal School-to-Work Program, the Department of Education, in cooperation with a local school district, must conduct a pilot of an applied curriculum program for high school students who are at the greatest risk of dropping out of school. The Education Oversight Committee shall review the pilot for consistency with State and Federal education goals, the potential to increase high school graduation rates and reduce the high school dropout rate, and the potential to increase student employability. The Education Oversight Committee shall report to the House Education and Public Works Committee, the Senate Education Committee, and the State Board of Education annually for the duration of the pilot.

During the 2003 session, the proviso was renewed as Proviso 1.65. Pursuant to proviso 1.71, the State Department of Education established a pilot program with a suburban school district. Through funds provided by the federal School-to-Work Act, the school district received \$48,664 in Fiscal Year 2003 to implement the pilot program.

Background

The Applied Curriculum Pilot Program is one response to the growing concern on the part of both the business community and educators that students are not graduating from high school or are graduating from high school without the needed skills to enter the work force. A recent survey of the business community conducted by the South Carolina Chamber of Commerce indicated that only 19% of business owners believed that workers coming straight from high school had adequate skills for the work place.

The decline in the percentage of students graduating from high school on time – within four years of their initial matriculation into high school – is an additional concern.

According to data from U. S. Department of Education, National Center for Education Statistics “Early Estimates of Public Elementary and Secondary Education Statistics: 2001-2002,” 68.7% of high school students nationwide graduated on time in 2002. The students in the class of 2002 entered high school in the fall of 1998. In South Carolina, however, just over half (52%) of the students entering high school in 1998 graduated on time in the spring of 2002, placing the state last in the nation. In addition, the South Carolina graduation rate has been decreasing about one percent each year for the past five years.

Reasons for the decline are numerous. Students who earn a Graduate Equivalent Diploma (GED) during their four year high school period are no longer counted in the percentage of students graduating on time. A number of students fail one or more grades during high school, some due to excessive absences in their courses, others for academic reasons and therefore, may require more than four years to complete high school.

A factor that also may be contributing to the decline in the graduation rate is the increased diploma requirements for graduation. Beginning with the graduating class of 2001, students have to earn 24 credits to graduate, not 20. Instead of only raising the number of units needed to graduate, the number of specific credits was changed. All students are now required to have four mathematics credits, up from three; three units of science, up from two; and, a full credit in computer science, up from one-half. According to one guidance counselor consulted for this study, some students see the new requirements as too challenging and drop out of school. Students who earn the required number of credits but do not pass the Exit Exam by the end of their senior year are awarded a State of South Carolina Certificate of Attendance instead of a diploma. South Carolina offers not only the standard diploma and a certificate of attendance but also a honors diploma. Whatever the reason for the decline in the graduation rate, the number of students failing to complete

high school within the four-year period or to complete high school at all is of great concern to educators and business leaders.

In an effort to address the concern that increased diploma requirements may be leading students to drop out of school, several school districts in South Carolina have developed a local diploma. The diplomas developed by the local education authority, or LEA, vary in the requirements needed for graduation and do not carry the same weight as the State of South Carolina diploma. Many of them are simply called “employability diplomas” and indicate the student is leaving high school with specific work related skills that may or may not be tied to a vocational career. In addition, the employability diplomas are often designed not only to increase the graduation rate of students that are not succeeding in the academic courses but also to provide a diploma for students who have non-orthopedic disabilities and are not on a diploma track as part of their Individual Education Plans (IEP).

The attempt to keep students in school and provide them with the skills necessary for the work place as well as provide them with some type of diploma is not just a problem in South Carolina. Educators throughout the country are struggling with the issue. Forty-four states have a standard diploma, one that has specific criteria set by the state and awarded by the state for meeting that criteria. Of those forty-four, twenty-five require students to take a state assessment as part of the diploma criteria, though one – Maryland – does not yet require students to pass the assessment. Six states – Colorado, Connecticut, Idaho, Missouri, North Dakota and Rhode Island allow the LEA to set the graduation requirements. Eight states – Arizona, Kansas, Minnesota, Montana, New Hampshire, New Jersey, South Dakota and Wyoming - issue only a standard diploma. The remaining states offer some combination of a standard diploma, a certificate of attendance, an honors diploma, and IEP or special education diploma, a vocational diploma, or some other option

as shown in the chart on the next page. Twenty states provide specific diploma options limited to student with disabilities and of those twenty, five states – Alabama, Florida, Iowa, New Mexico and Virginia – offer students with disabilities with more than one diploma option. New Mexico offers three diploma types for students with disabilities, including an occupational diploma.

Recent research into the various graduation requirements led by Lisa Jo Vernon of Hampton University and published in the June 2003 issue of the National Association of Secondary School Principals *Bulletin* found that several states were developing and implementing alternative “school completion options” for students with identified disabilities, but the researchers also stated “. . . it appears that most have made no adjustments for those students who are otherwise unable to meet state or local requirements for graduation.” (p. 9) The authors also suggest that higher expectations of students have led to higher drop out rates , primarily because the increased standards “. . . typically do not address the unique learning needs and assessment challenges may students . . must surmount to earn standard diplomas.” (p. 9) Vernon and her colleagues make two additional statements of interest. “Higher expectations and rigorous standards may create barriers for a more significant portion of high school students to meet graduation requirements than intended. . . . The schooling careers of all students are being put to the test as schools across the country respond to the need to improve what students are learning and how it is being taught, as well as the mechanisms used to measure progress.”

The Applied Curriculum Pilot Program is designed to help precisely those students who struggle with the academic requirements for the standard diploma, whether they have disabilities or not. Several South Carolina school districts have moved forward with the

Table 1. Diplomas or Completions Options by State

State	Standard diploma	Certificate	Honors diploma	IEP, Special diploma	Technical, vocational diploma	Other options
Alabama	√*	√+	√*		√+	√
Alaska	√*	√		√+		
Arizona	√*					
Arkansas	√				√	
California	√	√	√*			√
Colorado	LEA					
Connecticut	LEA					
Delaware	√	√				
Florida	√*	√+	√*	√+	√	
Georgia	√*	√	√*	√+	√*	
Hawaii	√*	√+	√*			
Idaho	LEA			√+		
Illinois	√	√+				
Indiana	√*		√*			
Iowa	√	√+		√+		
Kansas	√					
Kentucky	√*	√	√*			√
Louisiana	√*	√	√*			
Maine	√	√				√
Maryland	√*	√+	√*		√*	
Massachusetts	√*	√				
Michigan	√*		√*			√
Minnesota	√					
Mississippi	√*	√		√		√+
Missouri	LEA	√+	√			
Montana	√					
Nebraska	√	√+		√+		LEA
Nevada	√*	√	√*			√
New Hampshire	√					
New Jersey	√*					
New Mexico	√*	√+			√+	√+
New York	√*		√*	√+		
North Carolina	√*	√	√*		√*	√+
North Dakota	LEA					
Ohio	√*		√*			
Oklahoma	√		√			
Oregon	√	√+	√	LEA		
Pennsylvania	√		√			
Rhoda Island	LEA					
South Carolina	√*	√	√*			
South Dakota	√					
Tennessee	√*	√		√+		
Texas	√*	√				
Utah	√*	√				√
Vermont	√		√			√+
Virginia	√*	√	√*	√+		√+*
Washington	√		√*			LEA
West Virginia	√		√	√+		
Wisconsin	√	√+				
Wyoming	√*					
Total	50	27	23	12	7	14

Note. √ Option available to all students meeting requirements
 √+ Option only available to students receiving special education services
 * State Assessment required for diploma option
 LEA Requirements determined at the local level (Local Education Agency)

Vernon, Lisa Jo, et al (June 2003). The Reality of Increased Graduation Requirements: A Nationwide View of Diploma Options.
National Association of Secondary School Principals Bulletin, Vol. 87, No. 635, 6-7.

development and issuing of a vocational, occupational, or employability diploma in hopes of keeping more students in school.

Applied Curriculum Pilot Program

In accordance with Proviso 1.71, the South Carolina Department of Education entered an agreement with a suburban school district for a two year pilot of an applied curriculum. The school district was chosen because it had a program that was already functioning that could be expanded and because it had a plan on how to spend the grant to enhance the program. The school district adapted its existing career preparation diploma program established in the spring of 1999 “as an alternative to” the increased requirements for graduation to implement the Applied Curriculum Pilot Program. The goals of the existing program were to increase the employability skills of students completing the program and to decrease the number of student dropouts. The program is available to any high school student who has failed the ninth grade at least once and scores in the bottom quartile (25%) on standardized testing but because of staffing restraints, enrollment in the program is limited to only fifteen students each year at each district high school. Additional criteria such as poor school attendance, whether the student has a learning disability, is a teenage parent or whether the student is an English Language Learner may also be taken into consideration but are not required for admission to the program. Parents are notified in writing that their child is eligible for the program and asked to indicate whether they want to place their child in the program.

The curriculum for the program was developed by a group of district educators and local business leaders. Many of the competencies students are expected to master are based on the SCANS skills. The program consists of three years of “English for the Real World” (course numbers 1, 11, 111), three years of “Math for the Real World” (course numbers 1,

11, 111) and three years of “Job Readiness,” (course numbers 1, 11, 111; course 1 includes one semester of civics). Each of these courses meets all year long, meaning that on the block schedule, students spend at least 90 minutes in each course each day. The fourth block in the student’s schedule is an elective selected from the following classes: Introduction to Computers, Health, Driver’s Education, Physical Education, a vocational/occupational class, or job training at a community-based job site. All students are required to successfully complete the courses in Health and Introduction to Computers, but may take the courses on a pass/fail basis. The job training elective is an important part of the program as students are expected to complete at least 200 hours of paid employment by the time of graduation.

Each of the courses in Math for Real World, English for the Real World and Job Readiness has a list of competencies. (The list of competencies for each course is listed in Appendix A.) To receive a diploma under the Applied Curriculum Pilot Program, a student must master all of the competencies at a 70% mastery level or better. Strict records are kept on the mastery of each competency including the date the competency was mastered and how mastery was verified. Students also are expected to meet the state attendance requirements, display a positive work ethic in the classroom and have positive monthly evaluations from the job site.

In addition to the requirements mentioned above, students successfully completing the program are expected to have completed a minimum of 200 hours of paid employment prior to graduation, be gainfully employed at the time of graduation, and have positive evaluations on the job site. Finally, all students must prepare a graduation portfolio that includes a resume, completed job application, typical interview questions and their answers to the questions, an interview follow-up letter, two letters of recommendation, internship

evaluations, and their scores on the Work Keys assessment. (Work Keys will be discussed later in this report.) Upon completion of these requirements, the student earns an “employability” diploma from the school district.

The requirements for the employability diploma awarded upon successful completion of the Applied Curriculum Pilot Program are much different from the requirements for receipt of a standard State of South Carolina diploma. The chart below illustrates the requirements of both diplomas.

Requirements State of South Carolina Diploma	Requirements Applied Curriculum Pilot Program
4 units of English	3 years of English for the Real World
4 units of Mathematics	3 years of Math for the Real World
1 unit of foreign language or career and technology education	200 hours of work related experience
1 unit of computer science	1 year in an internship at a job site
Take one course in Personal Health	Employed at the time of graduation
½ unit of government	1 course in Introduction to computers
1 unit of Physical Education or JROTC	1 course in Personal Health
1 unit in an additional social studies	3 years of Job Readiness, includes course on Civics
½ unit of economics	Optional course in Physical Education
1 unit of United States History	Optional course in vocational class
3 units of Science	
7 units of elective courses	
Must pass the Exit Exam	

Once a student enters the Applied Curriculum Pilot Program he or she remains classified as a ninth grader and until Spring 2004 would not have been required to take the Exit Exam. Except for the courses listed above no other electives are provided unless the elective is directly related to the vocational career path or job of the student. Once the student enters the program they essentially become ineligible to earn a State of South Carolina High School Diploma.

Other school districts in South Carolina have developed diploma programs similar to the Applied Curriculum Pilot Program. Most of the districts call the diploma issued as a result of completion of the program “employability diplomas.” One rural school district has an “Employability Diploma” program with many similar requirements to the Applied Curriculum Pilot Program but has two significant differences: students in the rural district have always been required to take the Exit Exam at least once and students do not enter the program until the eleventh grade. One urban school district is developing a program for their disabled students, while another urban area served by several school districts is piloting an “employability skills curriculum” in one local high school to accomplish two main objectives: “1) To convince those children that are contemplating dropping out that they lack the skills and education to enter the workforce and that this decision will have life-long implications; and, 2) To educate all children as to what skills and knowledge they will need in order to be successful in their work career and to teach them basic life skills.” This last program is only one course taught to ninth graders but may develop further in the near future if the pilot course proves successful.

Application of the Pilot Funds

As stated earlier in this report, the suburban school district received \$48,664 from federal School-To-Work funds to act as the pilot site for the Applied Curriculum Program. The money, a one-time grant, was spent to purchase site licenses for the district high schools from Worldwide Interactive Network (WIN) for a software program based on the ACT Work Keys employment skills program and provide staff with professional development on the implementation of the software.

Work Keys is a copyrighted assessment system developed by ACT in response to concerns business leaders raised in the late 1980s and early 1990s about the skills high school

graduates bring to the work place. The assessment measures skills that employers believe are critical to job success in any profession - skills such as reading, mathematics, listening, locating information and teamwork - through assessments using a set of skill scales. The skills are assessed on a scale of one-to-six, with one being the lowest and six the highest. Eight different assessments are available for use either singly or in combinations: Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork and Writing. (A copy of the characteristics of the different levels of the Writing portion of the Work Keys program can be found in Appendix B at the end of this report.) Three additional assessments are under development: Basic Computer Skills, Listening for Understanding and Work Habits. The assessments are available to educators to use in helping students understand their strengths and weaknesses and then determine a course of study for the future.

Work Keys has been embraced by the business community in most states as a good way to determine the skills individuals bring to the work place. The states of Ohio and Tennessee and other areas of the nation such as Pittsburgh, Jacksonville and the San Francisco Bay area use Work Keys to assess and improve work place skills for all students. Numerous businesses have adopted the system as a way to determine the job skills applicants bring to the work place. Many technical colleges also use the program to help determine placement for incoming students.

Review of the Pilot Program

According to Proviso 1.71 the review of the pilot program was to encompass three primary areas: “consistency with State and Federal education goals, the potential to increase high school graduation rates and reduce the high school dropout rate, and the potential to increase student employability.” Completion of the first task was accomplished by

comparing the requirement for high schools under No Child Left Behind, comparing the requirements for earning a diploma from the State of South Carolina to the requirements for the Applied Curriculum Pilot Program diploma, completion of an alignment study of the competencies of the Applied Curriculum Pilot Program to the South Carolina English Language Arts Curriculum Standards, and the completion of an alignment study of the WIN Work Keys software to the English for the Real World Competencies.

The federal NCLB legislation has several implications for high schools, primarily providing all students with the same academic achievement and content standards and meeting Adequate Yearly Progress (AYP). According to Section 1111 regarding state plans the law states:

(A) IN GENERAL- Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

(B) SAME STANDARDS- The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

(C) SUBJECTS- The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

Also under the law schools must meet AYP which is determined by performance on the state assessments, the participation rate of students taking the state assessments, and the graduation rate. The participation rate is a constant each year of at least 95 percent of the students of the tested grade level and of each demographic subgroup of the student body at that grade level. Benchmarks that increase over the years 2002-2014 are the basis for determining AYP on the state assessments; achievement must improve for all students and

all subgroups at the school so that 100 per cent are proficient in each subject area tested by 2014. To meet AYP for the graduation rate each high school will meet AYP annually if they show improvement from the previous year's graduation rate. Graduation rate according to NCLB is defined as "The percentage of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years." Failure to meet any one of these three will mean that the school has not met AYP. A comparison of the requirements of the Applied Curriculum Pilot Program with the requirements of NCLB on academic standards and AYP suggests that the Applied Curriculum Pilot Program as it stands now would not meet federal requirements.

The comparison of the requirements for earning a diploma from the State of South Carolina to the requirements for the Applied Curriculum Pilot Program diploma revealed several deficiencies in the requirements of the Applied Curriculum Pilot Program. First and foremost, students in the program have not taken the Exit Exam, thereby precluding them from earning a State of South Carolina diploma. Beginning in 2004, however, this will change as all students in South Carolina will be required to take the new exit exam, presently known as HSAP for High School Assessment Program. Prior to 2004 students that never left the ninth grade never took the Exit Exam, but a new definition of who should take the exam has been developed to meet the requirements of NCLB. Under the new definition all students, regardless of the diploma program they are participating in, will take HSAP in the spring semester of the second year after matriculation into high school.

Students opting for the program do not have to earn the required units in science, United States history, government and economics. Students in the program would be a minimum of five credits short of the required courses needed for a state diploma, assuming the English and mathematics courses the students take in the Applied Curriculum Pilot Program would correlate to the state curriculum standards and the student earned a mathematics and English credit in the ninth grade. Few students would have earned both of the ninth grade credits because an unsuccessful experience in regular academic courses in the ninth grade in one requirement for entrance into the Applied Curriculum Pilot Program.

Under NCLB only the regular state diploma is counted towards the graduation rate. The South Carolina diploma requires the student to pass the Exit Exam and to earn at least 24 credits. Sixteen of the credits must be earned by all students in specific courses or disciplines. The requirements of NCLB have caused some school districts, including the rural district with the employability diploma mentioned above, to suspend their employability diploma programs or suspend development of an employability program.

Having only one path to the state diploma is an area of concern for many educators and business leaders in the state. During the 2003 legislative session bills were introduced to create additional paths along which students could travel to earn a diploma. The bills were discussed during the 2003 session. Even if the additional paths to earning a diploma are added to the state system, the proposed legislation requires all students to pass the Exit Exam. Unless the Applied Curriculum Pilot Program is modified its students would not qualify for a state diploma.

The third step in evaluating the Applied Curriculum Pilot Program for consistency with State education goals was to perform a correlation of the competencies the program expects the student to master with the State of South Carolina Curriculum Standards for English Language Arts (2002). The EOC contracted with Ralph Curtis Elliott, who had participated in the development of the South Carolina English Language Arts Curriculum Standards (1998) and the subsequent revision of those standards into the 2002 document, to complete the correlation.

English One was used as the starting point for the correlation of the first year competencies to the standards based on the entrance requirement that students have “. . . unsuccessfully attempted the regular academic courses required in the ninth grade. . . .” English Two was used for the second year competencies and English Three for the third year competencies.

In his study, Mr. Elliott acknowledged that:

The English for the Real World Competencies and the South Carolina English Language Arts Curriculum Standards are very different documents. The competencies focus on very specific job related skills while the standards are much greater in scope. Many of the competencies are broadly addressed in the standards, but most of the standards are not addressed in the competencies.

There are seventy-seven separate standards for English One. One standard is then divided into five sub-points. According to the correlation, sixty-six of the seventy-seven standards are not addressed fully by the competencies; three of the sub-points of the one divided standards are also not addressed fully. The study also found that the following topics in the high school standards are not addressed in the competencies: the study of literature; strategies for learning new words; the writing process and a range of formats and purposes; preparation and delivery of oral presentation; understanding and analyzing information from non-print sources; and, researching a topic and presenting the information. In short, the vast majority of the English Language Arts standards are not addressed in the English

for the Real World Competencies. (The full text of the study can be found in Appendix C at the end of this document.)

The final component in evaluating the Applied Curriculum Pilot Program for consistency with State education goals was to perform a correlation of the WIN Work Keys software to the English for the Real World Competencies. The study was conducted by Mr. Elliott and consisted of three questions: 1) Can a student learn the competencies using WIN?; 2) Does WIN go beyond the competencies?; and, 3) In broad terms, are topics in the South Carolina English Language Arts Curriculum Standards (2002) not addressed in WIN? In his study, Mr. Elliott found the answer to the first question listed above was a qualified “yes.”

Many of the competencies are addressed directly and most are addressed indirectly in the WIN programs reviewed. For example, the student has direct, adequate instruction and ample practice to master Competence 49, “obtain job information from diagrams.” Where a competency is not addressed directly, often the skills taught in the programs can be applied to the competency. Examples of this are many of the vocabulary-related competencies.

While there were several competencies that were not addressed at all, Mr. Elliott raised an issue that is basic to all software or prepackaged curriculum programs: teacher implementation.

An attendant issue is whether or not the WIN programs adequately teach a competency where the competency is addressed. As with any instructional program, this depends largely on the follow-up provided by the teacher. This is particularly true in the writing programs

The conclusion Mr. Elliott reached on this question was “WIN can serve as a useful tool to teach many of the competencies, but it cannot stand as the only instruction a student receives if students are to master the competencies.”

In answering the question of whether WIN goes beyond the competencies, Mr. Elliott stated that since WIN is based on Work Keys, the program addresses the skills required in

Work Keys. He also stated: “Generally speaking, the competencies incorporate many of the skills described in the Work Keys brochure.” Of the programs he reviewed, Mr. Elliott found that Observation is not addressed in the competencies and that WIN places more emphasis on listening than the two competencies listed.

As for the third question regarding topics in the South Carolina English Language Arts Curriculum Standards not addressed by WIN, Mr. Elliott found the following topics were not covered: the study of literature; a range of writing formats and purposes; preparation and delivery of oral presentations; and, researching a topic and presenting the information. These same omissions were noted in the study of the English for the Real World Competencies; however, WIN did cover the topics of strategies for learning new words and understanding and analyzing information from non-print sources, topics omitted overall from the competencies. (See Appendix D for the full report.)

A review of the NCLB requirements, the graduation requirements, and the correlation of the English for the Real World Competencies to the State of South Carolina English Language Arts Curriculum Standards reveals that the Applied Curriculum Pilot Program is not in alignment with the present standards of the State of South Carolina for graduation from high school. The students participating in the program are not eligible for a South Carolina diploma and, therefore, their accomplishments would not count towards the graduation rate for a school nor towards the graduation rate for NCLB.

In regards to the potential to reduce the dropout rate, there is not enough data to evaluate the program at this time. According to the 2003-2004 Accountability Manual published by the EOC the dropout rate is “. . . the annual rate of students who leave school for any reason other than death, prior to graduation or completion of a course of studies without

transferring to another school or institution divided by the total number of students enrolled at the school.” On the 2002 School District Report Card the overall dropout rate for the suburban school district was 3.7%. The dropout rate for high school A was 4.3%, the rate for high school B was 3.4%, and the rate for high school C was 3.3%. The dropout rate increased at each high school from the previous year.

During the 2002-2003 school year there were fifteen students enrolled in level one of the program at school A, twelve enrolled at school B and ten enrolled at school C. In addition, there were thirteen enrolled in level two and fourteen in level three at school A, eleven enrolled in level two and eighteen in level three at school B, and eleven enrolled in level two and twelve enrolled in level three at school C. In the three levels at all three schools there were 116 students participating in the Applied Curriculum Pilot Program. (See Appendix E for more information on the students participating in the program 2002-2003). At the same time, there were 227 students not enrolled in the program who met the criteria of having failed the ninth grade at least once and scored below basic or in the bottom quartile on standardized testing. More data on the retention rate of the students in the program and those not in the program is needed to determine the impact the Applied Curriculum Pilot Program may have on the dropout rate.

There is also insufficient data to determine the potential of the program to increase student employability. At the end of the 2002-2003 school year the Applied Curriculum Pilot Program graduated thirty-six students. Of the forty-four students in level three of the program, 81.8% completed the program last year; one student will return in 2003-2004 to complete the program and another is retaking the computer class in adult education in order to graduate. All thirty-six of the graduates were gainfully employed at the time of graduation, a requirement of the program to graduate, but how many remain employed

over the next year is not known. Efforts to maintain contact with these students is important to understanding the potential of the Applied Curriculum Pilot Program to increase student employability.

Anecdotal evidence from employers of the Applied Curriculum Pilot Program participants is encouraging. Several business owners and managers wrote letters of support for individual students of the program and several business leaders in the suburban school are strong proponents of the Applied Curriculum Pilot Program. More time is needed to collect data from the business owners and managers about the skills the students in the program in general bring to the job instead of the skills brought by one individual student.

Summary

In summary, the Applied Curriculum Pilot Program:

- Does not meet the requirements for the State of South Carolina high school diploma and, therefore, will not increase the graduation rate for high school students.
- Is not strongly correlated to the standards for high school English courses as outlined in the South Carolina English Language Arts Curriculum Standards.

The Applied Curriculum Pilot Program:

- Is closely aligned to the Work Keys skills assessment program developed by ACT.
- Used the WIN Work Keys software program to help teach the work force skills outlined in the Work Keys assessment program with some success.
- May hold the potential to decrease the dropout rate.

- May hold the potential to increase the employability of students upon completion of the program.

At least two more years of data on the dropout rate and the employability issue are needed to complete the study and make any valid statements about its full potential.

It is too early in the existence of the Applied Curriculum Pilot Program to determine the impact of the program on the dropout rate and employability. Information from this initial review of the program should allow the pilot district to adjust the competencies to better meet the state curriculum standards and address the discrepancies in helping students achieve the state high school diploma and, therefore, impact the graduation rate.

Appendix A

APPLIED CURRICULUM PILOT PROGRAM
Suburban School District
Scope and Sequence

FIRST YEAR

Semester One

Semester Two

English for the Real World I

English for the Real World I

Math for the Real World I

Math for the Real World I

Job Readiness I

Civics

Elective: choose one for each semester from the following: (*required)

- Intro to computers*
- Physical Education
- Personal Health *
- Vocational Class

SECOND YEAR

Semester One

Semester Two

English for the Real World 2

English for the Real World 2

Math for the Real World 2

Math for the Real World 2

Job Readiness 2

Job Readiness 2

Elective: choose one for each semester from the following: (*required)

- Intro to computers*
- Physical Education
- Personal Health*
- Vocational Class

THIRD YEAR

Semester One

Semester Two

English for the Real World 3

English for the Real World 3

Math for the Real World 3

Math for the Real World 3

Job Readiness 3

Job Readiness 3

Internship at Job Site

Internship at Job Site

ENGLISH FOR THE REAL WORLD

Scope and Sequences COMPETENCIES

FIRST YEAR

The student will:

1. identify subjects and verbs, run-on and sentence fragments to write complete sentences.
2. write sentences using periods, commas, question marks and exclamation marks correctly.
3. write paragraphs including a topic sentence, support sentences and a closing sentence.
4. use capital letters correctly
5. spell correctly: months
days
numbers through 100
name of high school
city and state
job application words
memo terminology
6. organize words in alphabetical order and instructions in sequential order.
7. write a memo
8. write a personal resume
9. identify sections of the newspaper
10. find job ads and specific items to purchase or sell in the newspaper
11. read and analyze help-wanted ads
12. answer business telephone and write telephone message
13. decode classified ads for apartments
14. define vocabulary used in telephone books
15. find information in the telephone book
16. read and follow specific or and written directions

SECOND YEAR

17. write a business letter and envelope
18. complete a job application
19. use the telephone to set up a job interview
20. effectively interview for a job
21. complete a W-4 Form
22. read map

- business directories
- floor plans of business sites
- 23. read and understand timetables
- 24. complete payroll time cards
- 25. read work schedules
- 26. describe worker's compensation and when it is appropriate for an employee to apply for it
- 27. complete an accident report
- 28. define: vocabulary words concerning deductions from gross salary to determine net pay
- 29. define vocabulary necessary for financing a loan for a car
- 30. identify different kinds of insurance required on a car
- 31. analyze advantages and disadvantages of paying for purchases by: cash, check money order, traveler's checks, 30-day. charge, revolving charge, layaway plan, and credit card
- 32. define vocabulary used by banks for money related transactions
- 33. complete checks and deposit slips
- 34. read checking account statement
- 35. distinguish between a checking and a savings account
- 36. recognize advantages of electronic banking and the types of transactions one can make with an ATM card
- 37. describe a good credit rating
- 38. define vocabulary used when purchasing by credit
- 39. complete an application for a credit card
- 40. complete an application for a loan
- 41. define vocabulary used to complete an income tax form
- 42. complete an 1040EZ form
- 43. identify street and highway signs
- 44. define vocabulary words used in contracts and warranties
- 45. interpret sales and service agreements and warranties

THIRD YEAR

- 46. interpret workplace rules and regulations
- 47. scan workplace materials to get job information quickly
- 48. classify and code job information
- 49. obtain job information from diagrams
- 50. read and interpret work schedules
- 51. write specific, concise directions
- 52. read: trade manuals, charts, graphs, indexes, labels on stock
- 53. complete sales slips, invoices, inventory records, catalog order forms
- 54. define vocabulary used on medical and life insurance policies, applications and claim forms
- 55. interpret information on medicine, household products, clothing and food labels
- 56. read critically advertisements and special offers
- 57. identify the rights and responsibilities of the tenant and landlord

MATH FOR THE REAL WORLD

Scope and Sequence

COMPETENCIES

FIRST YEAR

The student will:

1. complete addition, subtraction, multiplication, and division problems
2. compare food prices by determining unit prices
3. complete check registers, compute new balances and reconcile final balance with the bank statement
4. calculate the number of calories in food portions by using proportion
5. figure the ratio of nutrients needed each day in the food eaten
6. use proportions to figure the number of calories burned from a variety of activities
7. compute area and perimeter to figure the amount of paint, wallpaper, floor covering, or insulation needed to improve one's home
8. identify everyday measurements and equivalents
9. count change back to customer, giving the least number of coins and bills
10. complete a cash register drawer report
11. measure to a $1/16^{\text{th}}$ of an inch
12. add and subtract fractions using a ruler or yardstick

SECOND YEAR

13. compute gross wages from: time worked, overtime, tips, piecework, and commission
14. figure deductions from gross salary to determine net pay
15. compute sales tax added to the sale of goods and services
16. determine amount saved on a percent off sale price
17. compute catalog orders including sales tax and shipping charges
18. determine units of utilities used and the cost - water, gas and electricity
19. figure cost of car insurance
20. determine interest charged when using credit
21. compute cost of financing a car
22. calculate cost of maintaining a car
23. compute taxable income to complete federal income tax forms
24. read tax tables to figure the amount of tax due or amount to be refunded as tax forms are completed

THIRD YEAR

25. compute cost of various types of life insurance policies
26. compute the down payment and cost of financing a mortgage
27. using a map, compute mileage from one destination to another
28. determine travel schedules from charts and tables to figure time of travel and fares
29. calculate the cost of renting a car
30. calculate the cost of parking a car in a parking lot
31. determine times in a variety of time zones
32. prepare a monthly budget based on a variety of incomes

JOB READINESS
Scope and Sequence
COMPETENCIES

FIRST YEAR/FIRST SEMESTER

The student will:

1. identify both intrinsic and extrinsic reasons for working, and relationships between one's job choice and one's lifestyle
2. identify the major changes that are occurring in the labor force and how
3. identify and evaluate two jobs which best meet his/her specific interests, personality style, experiences and abilities
4. set short, medium and long term career goals and recognize how selected jobs will help him/her meet his personal / professional goals.
5. recognize and demonstrate the positive work ethic attributes required by employers.
6. analyze reasons businesses are concerned about the ethical behavior of employees and evaluate work place behavior to determine ethically correct decisions.
7. analyze good customer service and determine effective strategies for working with all types of customers.
8. job shadow employee working in-his/her chosen career area.

FIRST YEAR/SECOND SEMESTER - CIVICS*

SECOND YEAR

9. identify, and know how to use, five methods of finding labor market information.
10. identify job-seeking skills available by visiting the local Job Service Office
11. recognize and evaluate two jobs which best meet his/her specific interests, experiences and abilities.
12. define fringe benefits and evaluate common benefits offered by employers which will be necessary for his/her chosen lifestyle.
13. know what to expect on the first day at a new job and be prepared for those typical, first day activities.
14. develop and put into practice a process for solving problems on a job.
15. explain and demonstrate the positive work ethic required for getting along well with one's supervisor and coworkers.
16. recognize job behaviors that lead to pay increases and promotions.
17. identify appropriate reasons for and describe acceptable ways to leave a job.
18. describe causes of job stress, how it can affect job performance, and ways to relieve that stress.
19. work successfully at a non-paid internship or complete vocational training that can lead to paid employment.

THIRD YEAR

20. identify the career area which best meet his/her specific interests, experiences and abilities.
21. recognize how his/her selected job will help him meet his personal/career goals and identify what remains to be done in order to be prepared for his/her chosen career.
22. recognize an employer's need to evaluate his employee's work performance and evaluate his/her own personal work ethic.
23. recognize the many ways to become an entrepreneur and the advantages and disadvantages of each.
24. select a business and develop a plan for its success.
25. recognize whether one has the personality and skills to own and manage a business
26. work successfully at a PAI D job for at least 200 hours, and remain employed until graduation.

***CIVICS COMPETENCIES**

1. identify one's rights and responsibilities as a citizen of the City of Columbia and Richland County.
2. identify one's rights and responsibilities as a citizen of South Carolina
3. identify one's rights and responsibilities as a citizen of the United States
4. identify one's rights and responsibilities as an employer or employee
5. identify one's rights and responsibilities as a consumer

Source: Applied Curriculum Pilot Program.

Appendix B

Skill Levels for Writing

Sample Message

[Narrator] You work for a Realtor and are to write a summary of what new clients are looking for in a property.

[Female voice] Hi, I'm Anna Starway and this is Greg. We're planning to move to this area soon.

[Male voice] We want to buy about 5 to 15 acres of wooded property, maybe some pasture. If it has pasture, we'll need some kind of barn or building for animals. But the trees are more important.

[Female voice] We want a house on the property, too, not just a building lot. The house can be small since there are just the two of us.

[Male voice] Another thing I would like is a workshop area, either in the house or in another building on the property. Some garden space would be good, too.

[Female voice] Our phone number is 338-3299. We'll be available to look at possibilities on weekends.

Characteristics of Level 1 Skills

Persons with Level I skills can:

- Write messages in English that contain a large number of major grammatical, punctuation, spelling, and/or other mechanical errors making the messages very unclear and inconsistent with standard business English.

Sample response:

“an greg moved soon. trees small hous.”

Why this is a Level I response:

- Message is conveyed inadequately because of an overall lack of proper sentence structure.
- While end punctuating is used, the improper word order makes the phrases incomprehensible.

Characteristics of Level 2 Skills

In addition to the skills at Level 1, persons with Level 2 skills can:

- Write messages that are generally understandable, but contain many errors in grammar, punctuation, and/or sentence structure making these messages somewhat difficult to comprehend.

Sample response:

“Ana and greg starway move soon. want 5-15 akers woods and paster and barn and tree. Want house - small just 2. call weekend 338-3299”

Why this is a Level 2 response:

- Message is adequately conveyed despite weak sentence structure and mechanical errors that interfere with comprehension.
- There are capitalization errors and subject and verb problems, but the word order and end punctuation make the intended thoughts understandable.

Characteristics of Level 3 Skills

In addition to the skills at the previous levels, persons with Level 3 skills can:

- Write messages that are clear, but may include some incomplete sentences and/or errors in grammar and punctuation.

Sample response:

“Anna and Greg moving too area, want acers of land. They want a house, a barn, a garden, a workshop. There phone is 338-3299. Last name is Starway.”

Why this is a Level 3 response:

- Message is clearly conveyed, but includes some mechanical errors.
- Most sentences are complete.

Characteristics of Level 4 Skills

In addition to the skills at the previous levels, persons with Level 4 skills can:

- Write messages that are clear and generally consistent with standard business English, but may contain a few minor errors in grammar and punctuation, and/or the writing style may lack clear organization and appropriate transitions.

Sample response:

"Ann and Greg Starway want to buy property. hey would like to try to buy 5 to 15 acres with a small house, a barn, a garden, trees, and pasture, and they want a workshop. Their phone number is 338-3299. They can look at possibilities on weekends. They do not want a building lot and they want to move soon. Each of the things they want are important."

Why this is a Level 4 response:

- Message is conveyed clearly and precisely, although the style is a little awkward and choppy (i.e., response is list-like).
- All sentences are complete.

Characteristics of Level 5 Skills

In addition to the skills at the previous levels, persons with Level 5 skills can:

- Write messages that are clear and highly consistent with standard business English.
- Use good sentence structure with a smooth, logical style and no mechanical errors.

Sample response:

"Anna and Greg Starway would like to look at some property in our area because they will

be moving here soon. They are interested in property that has woods and a small house.

Garden space, an area for a workshop, and a barn are important to them, too. Please call

them at 338-3299. Weekends are the best time to reach them."

Why this is a Level 5 response:

- Message is conveyed clearly and precisely without mechanical errors.
- All sentences are complete and sound, the organization is logical, and the style is smooth and appropriate to the workplace.

Source: ACT, WorkKeys, *Writing*.

Appendix C

Correlation of English for the Real World Competencies to the South Carolina English Language Arts Curriculum Standards 2002

Introduction

The English for the Real World Competencies and the South Carolina English Language Arts Curriculum Standards are very different documents. The competencies focus on very specific job related skills while the standards are much greater in scope. Many of the competencies are broadly addressed in the standards, but most of the standards are not addressed in the competencies. The competencies do not fully address the following high school standards:

- Reading Process and Comprehension: R1.1,.2,.3,.5,.6,.7,.9
- Analysis of Texts: R2.1,.2,.3,.4,.5,.6,.7,.8,.9
- Word Study and Analysis: R3.1,.2,.3,.4
- The Writing Process: W1.1,.4., and 6.1 and 6.3 and 6.5
- Writing Purposes: W2.2
- Responding to Texts: W3.2,.3
- Legibility: W4.1,.2
- Communication: Speaking: C1.1,.2, .3, .4, .5, .6,.7,.8, .10, .11, 12, .13
- Communication: Listening: C2.2, .3, .4, .5, .6
- Communication: Viewing: C3.1, .2, .3, .4, .5, .6, .7, .8
- Selecting a Research Topic: RS1.1, .2
- Gathering Information: RS2.1, .2, .3, .4, .5, .6
- Preparing and Presenting Information: RS3.1, .2, .3, .4, .5, .6

In very general terms the competencies do not address the following topics found in the high school standards:

- The study of literature
- Strategies for learning new words
- The writing process and a range of formats and purposes
- Preparation and delivery of oral presentations
- Understanding and analyzing information from non-print sources
- Researching a topic and presenting the information

In the following correlation

- “No correlation with the standards” means that the competency is not addressed in the South Carolina Language Arts Curriculum Standards. An example is competency number 57 “identify the rights and responsibilities of the tenant and landlord.”
- “No specific correlation with the standards” means that the specific language of the competency is not found in the standards, but the standards address the competency broadly. For example several competencies specify vocabulary in various specific documents like the telephone book or an income tax form. The standards do not address the vocabulary in the specific documents, but clearly state that students are expected to determine the meaning of words where needed.
- English One was used as the starting point for first year competencies, English Two for second year competencies, and English Three for third year competencies based on the entrance requirement that students have “. . . unsuccessfully attempted the regular academic courses required in the ninth grade”

First Year Competencies Standards

Correlation to SC ELA

<ul style="list-style-type: none"> 1. Identify subjects and verbs, run-on and sentence fragments to write complete sentences. 	<ul style="list-style-type: none"> The standards do not specifically address identifying subjects, verbs, run-ons and sentence fragments in the process of writing complete sentences. The standards address writing sentences within the context of the writing process used to produce a composition: E1-W1.5: “Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.” In meeting standard E1-W1.5 students would be required to write complete sentences. The standards also require students to write a variety of sentences as stated in E1-W1.4: “Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self evaluation.”
<p>2. write sentences using periods, commas, question marks and exclamation marks correctly.</p>	<ul style="list-style-type: none"> As noted above, standard E1-W1.5 requires students to edit for punctuation. This would include the end marks and commas included in competency two. The punctuation in E1-W1.5 would also include any punctuation marks needed in a composition such as quotation marks, colons, semicolons, etc. These are not addressed in the competencies.
<p>3. write paragraphs including a topic sentence, support sentences and a closing sentence.</p>	<ul style="list-style-type: none"> The standards do not address writing paragraphs as such. Beginning in grade one, students are expected to write simple compositions as stated in 1-W1.6: “Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces with peer or teacher support.” While not specifying paragraph length, the standards address organization in E1-W1.2: “Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.” Content and development of ideas are addressed in E1-W1.3: “Demonstrate the ability to develop an extended response around a central idea using relevant and supporting details.”

<u>First Year Competencies</u>	<u>Correlation to SC ELA Standards</u>
4. use capital letters correctly.	<ul style="list-style-type: none"> As with punctuation, the standards address capitalization within editing in E1-W1.5: “Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.”
5. spell correctly: months, days, numbers through 100, name of high school, city and state, job application words, memo terminology.	<ul style="list-style-type: none"> As with punctuation and capitalization, the standards address spelling in E1-W1.5.
6. organize words in alphabetical order and instructions in sequential order.	<ul style="list-style-type: none"> In grade one 1-R3.13 states “Demonstrate the ability to alphabetize words by the first letter.” In grade two 2-R3.5 states “Demonstrate the ability to alphabetize words by the first and second letters.”
7. write a memo.	<ul style="list-style-type: none"> The standards address memos in E1-W1.6.2: “Demonstrate the ability to write memos and business letters.”
8. write a personal resume.	<ul style="list-style-type: none"> The standards address resumes in E1-W1.6.4: “Begin writing resumes and job applications.”
9. identify sections of a newspaper.	<ul style="list-style-type: none"> The standards do not specifically address identifying sections of a newspaper. E1-R1.3 states “Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.” Newspapers are included in the glossary in the definition of “real-world texts.”
10. find job ads and specific items to purchase or sell in the newspaper.	<ul style="list-style-type: none"> The standards do not specifically address finding job ads and specific items to purchase or sell in the newspaper. See number 9 above.
11. read and analyze help wanted ads.	<ul style="list-style-type: none"> The standards do not specifically address reading and analyzing help wanted ads. See number 9 above. E1-R1.8 states “Demonstrate the ability to draw conclusions and make inferences.”
12. answer business telephone and write telephone message.	<ul style="list-style-type: none"> The standards do not specifically address answering business telephone and writing telephone messages. However, E1-C2.1 states “Demonstrate the ability to evaluate the clarity, quality effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, word choice, and syntax.” E1-W1.6.3 states “Demonstrate the ability to use writing to explain and inform.”

13. decode classified ads for apartments.	<ul style="list-style-type: none"> • The standards do not specifically address decoding classified ads for apartments. • See number 9 above.
14. define vocabulary used in telephone books.	<ul style="list-style-type: none"> • No specific correlation with the standards. • The standards address vocabulary in all reading material. Expectation E1-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
15. find information in the telephone book.	<ul style="list-style-type: none"> • The standards do not address finding information in the telephone book specifically. • See E1-RS2.4 in 10 above.
16. read and follow specific or (sic; assume “oral”) and written directions.	<ul style="list-style-type: none"> • The standards do not address following oral directions in grade nine. However, in pre-kindergarten the standards address oral directions in PK-C2.1: “Begin following one and two- step oral directions.” This standard is demonstrated in kindergarten (K-C2.1). The standards address multi-step oral directions in grade one in 1-C2.1: “Begin following multi-step oral directions.” This standard is demonstrated in grade two, three, and four (2-C2.1, 3-C2.1, 4-C2.1, respectively). • The standards do not address following written directions in grade nine. However, in grade one the standards address written directions in 1-R1.16: “Begin following one-step written directions.” This standard is demonstrated in grade two (1-R1.14.). Two-step written directions begins in grade two (2-R1.15) and is demonstrated in grade three (3-R1.13). In grade four standard 4-R1.14 states “Begin following multi-step directions in a technical manual.” This standard is demonstrated in grade five (5-R1.13). In grades six, seven, and eight students “Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.” (standards 6-R1.11, 7-R1.11 and 8-R1.11, respectively.)

Second Year Competencies**Correlation to SC ELA Standards**

17. write a business letter and envelope.	<ul style="list-style-type: none">• The standards address business letters in E1-W1.6.2 : “Demonstrate the ability to write memos and business letters.”
18. complete a job application.	<ul style="list-style-type: none">• The standards address job applications in E2-W1.6.4: “Begin writing resumes and job applications.”
19. use the telephone to set up a job interview.	<ul style="list-style-type: none">• No correlation with the standards.
20. effectively interview for a job.	<ul style="list-style-type: none">• The standards do not specify job interviews.• In grade four 4-C1.12 states “Demonstrate the ability to participate in interviews and in reading and writing conferences.” In grade ten E2-C1.9 states “Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
21. complete a W-4 form.	<ul style="list-style-type: none">• No specific correlation with the standards.• E2-W2.3 states “Demonstrate the ability to use writing to persuade, analyze, and transact business.”• In grade eight 8-R1.11 states “Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.” This standard is also demonstrated in grades six and eight.
22. read: maps, business directories, floor plans of business sites.	<ul style="list-style-type: none">• No correlation with the standards.
23. read and understand timetables.	<ul style="list-style-type: none">• No correlation with the standards.
24. complete payroll time cards.	<ul style="list-style-type: none">• No correlation with the standards.
25. read work schedules.	<ul style="list-style-type: none">• No correlation with the standards.
26. describe worker’s compensation and when it is appropriate for an employee to apply for it.	<ul style="list-style-type: none">• No correlation with the standards.
27. complete an accident report.	<ul style="list-style-type: none">• No specific correlation with the standards.• E2-W2.3 states “Demonstrate the ability to use writing to persuade, analyze, and transact business.”• In grade eight 8-R1.11 states “Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.” This standard is also demonstrated in grades six and eight.
28. define vocabulary words concerning deductions from gross salary to determine net pay.	<ul style="list-style-type: none">• No specific correlation with the standards.• The standards address vocabulary in all reading material. Expectation E2-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
29. define vocabulary necessary for financing a loan for a car.	<ul style="list-style-type: none">• No specific correlation with the standards.• The standards address vocabulary in all reading

	material. Expectation E2-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
30. identify different kinds of insurance required on a car.	<ul style="list-style-type: none"> No correlation with the standards.
31. analyze advantages and disadvantages of paying for purchases by: cash, check, money order, traveler’s checks, 30-day charge, revolving charge, layaway plan, and credit card..	<ul style="list-style-type: none"> No correlation with the standards.
32. Define vocabulary used by banks for money related transactions.	<ul style="list-style-type: none"> No specific correlation with the standards. The standards address vocabulary in all reading material. Expectation E2-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
33. Complete checks and deposit slips.	<ul style="list-style-type: none"> No correlation with the standards.
34. read checking account statement.	<ul style="list-style-type: none"> No correlation with the standards.
35. distinguish between a checking and a savings account.	<ul style="list-style-type: none"> No correlation with the standards.
36. recognize advantages or (sic) electronic banking and the types of transactions one can make with an ATM card.	<ul style="list-style-type: none"> No correlation with the standards.
37. Describe a good credit rating.	<ul style="list-style-type: none"> No correlation with the standards.
38. define vocabulary used when purchasing by credit.	<ul style="list-style-type: none"> No specific correlation with the standards. The standards address vocabulary in all reading material. Expectation E2-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
39. complete an application for a credit card.	<ul style="list-style-type: none"> No specific correlation with the standards. E2-W2.3 states “Demonstrate the ability to use writing to persuade, analyze, and transact business.” In grade eight 8-R1.11 states “Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.” This standard is also demonstrated in grades six and eight.
40. complete an application for a loan.	<ul style="list-style-type: none"> No specific correlation with the standards. E2-W2.3 states “Demonstrate the ability to use writing to persuade, analyze, and transact business.” In grade eight 8-R1.11 states “Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.” This standard is also demonstrated in grades six and eight.
41. define vocabulary used to complete an income	<ul style="list-style-type: none"> No specific correlation with the standards.

tax form.	The standards address vocabulary in all reading material. Expectation E2-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
42. complete an 1040EZ form.	<ul style="list-style-type: none"> • No specific correlation with the standards. • In grade eight 8-R1.11 states “Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.” This standard is demonstrated in grades six and eight.
43. identify street and highway signs.	<ul style="list-style-type: none"> • No correlation with the standards.
44. define vocabulary words used in contracts and warranties.	<ul style="list-style-type: none"> • No specific correlation with the standards. • The standards address vocabulary in all reading material. Expectation E2-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
45. interpret sales and service agreements and warranties.	<ul style="list-style-type: none"> • No specific correlation with the standards. • E2-R1.3 states “Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.” • E2-R1.8 states “Demonstrate the ability to draw conclusions and make inferences.”

Third Year Competencies**Correlation to SC ELA Standards**

46. interpret workplace rules and regulations.	<ul style="list-style-type: none">• No specific correlation with the standards.• E3-R1.3 states “Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.”• E3-R1.8 states “Demonstrate the ability to draw conclusions and make inferences.”
47. scan workplace materials to get job information quickly.	<ul style="list-style-type: none">• No specific correlation with the standards.• In grade six 6-R1.13 states “Demonstrate the ability to use skimming and scanning techniques.” This standard is also demonstrated in grades seven and eight.• E3-R1.3 states “Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.”
48. classify and code job information.	<ul style="list-style-type: none">• No specific correlation with the standards.• E3-R1.3 states “Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.”
49. obtain job information from diagrams.	<ul style="list-style-type: none">• No correlation with the standards.
50. read and interpret work schedules.	<ul style="list-style-type: none">• No specific correlation with the standards.• E3-R1.3 states “Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.”• E3-R1.8 states “Demonstrate the ability to draw conclusions and make inferences.”
51. write specific, concise directions.	<ul style="list-style-type: none">• No specific correlation with the standards.• E3-W2.1 states “Demonstrate the ability to use writing to explain and inform.”
52. read: trade manuals, charts, graphs, indexes, labels on stock.	<ul style="list-style-type: none">• No specific correlation with the standards.• E3-R1.3 states “Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.”• In grade one 1-R1.17 states “Begin using graphic representations such as charts, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.” Students must demonstrate this standard in grades six, seven and eight.
53. complete sales slips, invoices, inventory records, catalog order forms.	<ul style="list-style-type: none">• No correlation with the standards.
54. define vocabulary used on medical and life insurance policies, applications, and claim forms.	<ul style="list-style-type: none">• No specific correlation with the standards. The standards address vocabulary in all reading material. Expectation E3-R3 states “The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.”
55. interpret information on medicine, household	<ul style="list-style-type: none">• No specific correlation with the standards.

products, clothing and food labels.	<ul style="list-style-type: none"> • See E3-R1.3 in 46 above. • E3-R1.8 states “Demonstrate the ability to draw conclusions and make inferences.”
56. Read critically advertisements and special offers.	<ul style="list-style-type: none"> • No specific correlation with the standards. • E3-R1.4 states “Demonstrate the ability to evaluate the clarity or accuracy of information as indicators of an author’s bias.” • In grade five 5-R1.18 states “Begin detecting bias and identifying propaganda techniques.” This standard is demonstrated in grades seven and eight. • E3-R1.8 states “Demonstrate the ability to draw conclusions and make inferences.”
57. Identify the rights and responsibilities of the tenant and landlord.	<ul style="list-style-type: none"> • No correlation with the standards.

Appendix D

English for the Real World Competencies and WIN Instructional Solutions

Introduction

Two questions focused the review of WIN Instructional Solutions and its use as a tool to teach the English for the Real World Competencies:

- Can a student learn the competencies using WIN?
- Does WIN go beyond the competencies?

A third related question was also considered: In broad terms, are topics in the South Carolina Language Arts Curriculum Standards 2002 not addressed in WIN?

The following language arts programs were reviewed:

- Listening Levels 1, 2
- Reading for Information Levels 3, 4, 5, 6, 7
- Writing Levels 1, 2, 3, 4, 5
- Locating Information Levels 3, 4, 5, 6
- Observation Level 6

Question One: Can a student learn the competencies using WIN?

The answer is a qualified “yes.” Many of the competencies are addressed directly and most are addressed indirectly in the WIN programs reviewed. For example, the student has direct, adequate instruction and ample practice to master Competency 49, “obtain job information from diagrams.” Where a competency is not addressed directly, often the skills taught in the programs can be applied to the competency. Examples of this are many of the vocabulary-related competencies.

Some of the competencies are not addressed. This includes those requiring the student to complete a specific form like Competency 21, “complete a W-4 form,” and those requiring very specific knowledge as in Competency 36, “recognize advantages or (sic) electronic banking and the types of transactions one can make with an ATM card.”

An attendant issue is whether or not the WIN programs adequately teach a competency where the competency is addressed. As with any instructional program, this depends largely on the follow-up provided by the teacher. This is particularly true in the writing programs as noted in the general assessment of programs below.

Conclusion: WIN can serve as a useful tool to teach many of the competencies, but it cannot stand as the only instruction a student receives if students are to master the competencies.

Question Two: Does WIN go beyond the competencies?

WIN's stated purpose is to teach the skills tested on the ACT WorkKeys assessment. The programs are matched to the areas of assessment. Generally speaking, the competencies incorporate many of the skills described in the WorkKeys brochures. Of the programs reviewed, Observation is not addressed in the competencies. WIN places more emphasis on listening than the two competencies requiring listening (numbers 12 and 16).

On the other hand, the competencies require skills not addressed in the WIN programs reviewed including writing a resume (8), completing a job application (18), and filling out various forms, as well as others dealing with issues like credit .

Question Three: In broad terms, are topics in the South Carolina Language Arts Curriculum Standards 2002 not addressed in WIN?

WIN addresses strictly work-related topics tested on the ACT WorkKeys assessment. The programs reviewed do not address the following topics found in the standards:

- The study of literature
- A range of writing formats and purposes
- Preparation and delivery of oral presentations
- Researching a topic and presenting the information

General Assessment of Programs

Listening

The listening exercises are effective. The lessons address a variety of listening skills and include barriers to good listening and other related information like strategies for remembering. Typically a lesson outlines effective listening skills, and then the student applies the skills by listening to a recorded message and answering questions or filling in blanks with the information.

Reading for Information

The reading exercises are effective. The focus is on reading and understanding a variety of work- related texts like policy statements and technical manuals. The student reads passages and answers questions or performs a task. For example, in Level 4 he or she reads directions for servicing an air cleaner on a chain saw and then fills in a flow chart with the steps. Reading skills such as finding the main idea, locating details, determining cause and effect, following directions, and making inferences are addressed. Vocabulary study includes jargon, technical terms, acronyms, and multiple-meaning words in context. While the reading passages are not long, many are challenging.

Writing

Writing is the weakest of the programs reviewed. Most of the lessons focus on traditional school grammar terminology in workbook-style exercises. The problem with this approach is twofold. First, it is doubtful whether knowledge of grammatical terms isolated from the student's own writing leads to improved writing. Second, the sentences used in these exercises are written to fit the exercises not the student's need to communicate. Some of the exercises are of questionable value. For example in Level 2, students must choose the correct contraction. The choices are "she'll" and "shew'll." The answer should be obvious to any reader of English.

The student does have the opportunity to write compositions. In several lessons he or she is asked to write paragraphs and work-related formats like memos and business letters from given information. At times he or she listens to information and then writes various types of compositions incorporating the information. (This is a format of the WorkKeys assessment.) After the student writes, he or she is given an example of a correct version to examine, but this is the extent of feedback. Unless the student receives more feedback on his or her compositions, it is doubtful that he or she will become a competent writer.

Locating Information

Locating Information is a very effective program. The student learns to extract, interpret and organize information using many formats such as tables, maps, gauges graphs, flowcharts, maps, and forms.

Observation

Observation is an effective program. The student is given information about how to observe and then applies the skills through looking at pictures or video clips and then answering questions about what he or she has observed.

Appendix E

	Student Count	Gender		Race			Failed 9th	LD	Assessment (Level)		
School		Male	Female	Black	White	Hispanic			PACT (BB)	(Bottom Quartile)	
										PSAT	MAT-7
School A											
Level 1	15	11	4	8	7	0	15	11	11	3	8
Level 2	13	7	6	5	7	1	12	10	10	2	12
Level 3	14	6	8	5	9	0	14	3	4	9	6
School B											
Level 1	12	5	7	9	1	2	12	5	8	10	10
Level 2	11	8	3	8	3	0	7	4	8	9	6
Level 3	18	10	8	13	5	0	8	10	12	11	16
School C											
Level 1	10	4	6	7	3	0	10	1	3	6	3
Level 2	11	9	2	7	3	1	11	6	9	6	10
Level 3	12	8	4	9	1	2	12	7	6	6	5

THE APPLIED CURRICULUM PILOT PROGRAM

Initial Review



by the
Education Oversight Committee

September 2003